

McCormick Elementary

6977 Highway 28 S
McCormick, South Carolina 29835

Grades	PK-5 Elementary School	
Enrollment	447 Students	
Principal	Eleanor S. Rice	864-443-2292
Superintendent	Sandra Calliham	864-852-2435
Board Chair	Oscar New	864-852-2329

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	52	49	6

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	Yes
2004	Average	Unsatisfactory	Yes
2005	Average	Below Average	Yes
2006	Average	Unsatisfactory	Yes

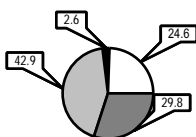
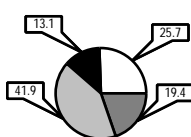
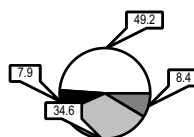
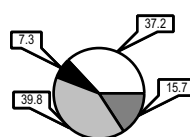
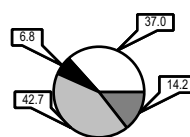
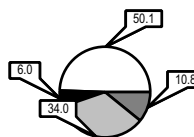
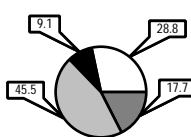
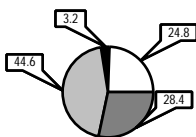
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	204	100.0	24.5	43.2	29.7	2.6	43.2	Yes	Yes
Gender									
Male	112	100.0	28.8	38.5	30.8	1.9	44.2	N/A	N/A
Female	92	100.0	19.3	48.9	28.4	3.4	42.0	N/A	N/A
Racial/Ethnic Group									
White	37	100.0	9.7	35.5	48.4	6.5	64.5	I/S	I/S
African American	165	100.0	27.7	44.7	25.8	1.9	38.4	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	170	100.0	16.6	46.0	35.0	2.5	49.1	N/A	N/A
Disabled	34	100.0	69.0	27.6	0.0	3.4	10.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	204	100.0	24.5	43.2	29.7	2.6	43.2	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	203	100.0	24.6	43.5	29.3	2.6	42.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	153	100.0	28.3	45.5	22.8	3.4	36.6	Yes	Yes
Full-pay meals	51	100.0	12.8	36.2	51.1	0.0	63.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	204	100.0	25.5	42.2	19.3	13.0	47.9	Yes	Yes
Gender									
Male	112	100.0	24.0	38.5	22.1	15.4	50.0	N/A	N/A
Female	92	100.0	27.3	46.6	15.9	10.2	45.5	N/A	N/A
Racial/Ethnic Group									
White	37	100.0	16.1	32.3	22.6	29.0	67.7	I/S	I/S
African American	165	100.0	27.7	44.7	18.9	8.8	43.4	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	170	100.0	19.0	45.4	20.9	14.7	54.0	N/A	N/A
Disabled	34	100.0	62.1	24.1	10.3	3.4	13.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	204	100.0	25.5	42.2	19.3	13.0	47.9	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	203	100.0	25.7	42.4	19.4	12.6	47.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	153	100.0	28.3	43.4	16.6	11.7	42.1	Yes	Yes
Full-pay meals	51	100.0	17.0	38.3	27.7	17.0	66.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	204	100.0	49.5	34.4	8.3	7.8	16.1
Gender							
Male	112	100.0	46.2	32.7	9.6	11.5	21.2
Female	92	100.0	53.4	36.4	6.8	3.4	10.2
Racial/Ethnic Group							
White	37	100.0	19.4	41.9	19.4	19.4	38.7
African American	165	100.0	56.0	33.3	5.7	5.0	10.7
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	170	100.0	44.8	37.4	8.6	9.2	17.8
Disabled	34	100.0	75.9	17.2	6.9	0.0	6.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	204	100.0	49.5	34.4	8.3	7.8	16.1
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	203	100.0	49.7	34.6	7.9	7.9	15.7
Socio-Economic Status							
Subsidized meals	153	100.0	59.3	28.3	6.9	5.5	12.4
Full-pay meals	51	100.0	19.1	53.2	12.8	14.9	27.7

Social Studies							
All Students	204	100.0	37.5	39.6	15.6	7.3	22.9
Gender							
Male	112	100.0	35.6	40.4	14.4	9.6	24.0
Female	92	100.0	39.8	38.6	17.0	4.5	21.6
Racial/Ethnic Group							
White	37	100.0	19.4	45.2	19.4	16.1	35.5
African American	165	100.0	41.5	39.0	14.5	5.0	19.5
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	170	100.0	31.3	43.6	17.2	8.0	25.2
Disabled	34	100.0	72.4	17.2	6.9	3.4	10.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	204	100.0	37.5	39.6	15.6	7.3	22.9
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	203	100.0	37.7	39.8	15.2	7.3	22.5
Socio-Economic Status							
Subsidized meals	153	100.0	42.1	37.2	16.6	4.1	20.7
Full-pay meals	51	100.0	23.4	46.8	12.8	17.0	29.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	51	100.0	20.8	41.7	37.5	0.0	37.5
	4	50	100.0	20.8	50.0	29.2	0.0	29.2
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	66	100.0	12.9	35.5	43.5	8.1	51.6
	4	70	100.0	34.8	40.9	24.2	0.0	24.2
	5	68	100.0	25.0	53.1	21.9	0.0	21.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	51	100.0	20.8	64.6	8.3	6.3	14.6
	4	50	100.0	43.8	33.3	20.8	2.1	22.9
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	66	100.0	14.5	37.1	27.4	21.0	48.4
	4	70	100.0	39.4	37.9	15.2	7.6	22.7
	5	68	100.0	21.9	51.6	15.6	10.9	26.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	51	100.0	47.9	43.8	4.2	4.2	8.3
	4	50	100.0	56.3	31.3	12.5	0.0	12.5
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	66	100.0	29.0	48.4	16.1	6.5	22.6
	4	70	100.0	56.1	28.8	6.1	9.1	15.2
	5	68	100.0	62.5	26.6	3.1	7.8	10.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	51	100.0	18.8	64.6	6.3	10.4	16.7
	4	50	100.0	39.6	39.6	18.8	2.1	20.8
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	66	100.0	14.5	35.5	35.5	14.5	50.0
	4	70	100.0	39.4	47.0	7.6	6.1	13.6
	5	68	100.0	57.8	35.9	4.7	1.6	6.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 447)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.2%	Down from 4.1%	3.6%	2.8%
Attendance rate	97.1%	Up from 96.9%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 4.0%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 4.0%	0.1%	0.0%
Eligible for gifted and talented	1.9%	Up from 1.0%	6.9%	10.4%
On academic plans	49.3%	N/AV	44.0%	33.6%
On academic probation	0.0%	N/AV	0.3%	1.0%
With disabilities other than speech	6.2%	Down from 6.5%	8.5%	7.5%
Older than usual for grade	1.0%	Down from 1.5%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 31)				
Teachers with advanced degrees	51.6%	Up from 48.0%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	12.5%	N/A	2.5%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 8.3%	0.0%	0.0%
Teachers returning from previous year	88.8%	Up from 82.0%	87.1%	87.3%
Teacher attendance rate	93.7%	Down from 94.0%	95.0%	94.9%
Average teacher salary	\$41,697	Up 4.5%	\$42,026	\$42,485
Prof. development days/teacher	20.0 days	Up from 16.3 days	13.2 days	13.3 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Up from 14.9 to 1	17.7 to 1	18.6 to 1
Prime instructional time	89.9%	Up from 89.8%	89.7%	89.7%
Dollars spent per pupil*	\$7,925	Down 12.0%	\$6,777	\$6,557
Percent of expenditures for teacher salaries*	68.0%	Up from 61.0%	63.2%	64.0%
Percent of expenditures for instruction*	71.6%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	15.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

McCormick Elementary School's first year at the new educational complex has been great! Students, staff, parents, and the community are enjoying the new facility. It provides a safe environment and allows our students the opportunity to experience more exciting learning activities. The School Improvement Council, chaired by Mr. Wade Mather, and the faculty/staff work diligently to foster a positive learning environment for our children and to prepare our students for the future.

McCormick Elementary School went through a rigorous self-study of every aspect of the school and its programs during this school year. The Quality Assurance Review Team found the school to be an inviting and attractive school led by a strong instructional and administrative team, caring and dedicated teachers and staff, and supportive and involved parents/stakeholders. They stated that it was evident that the teachers and staff have a strong commitment to providing quality educational experiences for all students utilizing a variety of resources and strategies. The Quality Assurance Review Team certified that McCormick Elementary School met all the Standards for Accreditation.

Our school met all of the adequate yearly progress objectives based upon performance and attendance. Overall, student achievement has increased over the past five years. The students are exposed to a variety of programs and activities to learn and prepare them for the future. In an effort to increase test scores, an after-school assistance program was provided to help students with homework and academic needs.

McCormick Elementary School is fortunate to have over 200 volunteers. These wonderful people help out in a variety of ways. In addition to parents who volunteer in the classrooms, go on field trips, and assist in any way they can, we have The Friends of the Library (Book Buddies), the LEAP Mentors (Learning With A Partner) and Mr. Bob, who brings his storytelling and music to every student at the school.

Our students have helped our community become a better place in which to live. Our students have shown growth not only in academic areas, but in citizenship as well. Through character education and service learning, our students were provided with opportunities to develop and demonstrate responsibility, independence, and leadership and decision making skills.

Our motto, Putting Children First, is our driving force as we face the challenge of meeting the needs of each individual child.

Eleanor Rice, Principal
Wade Mather, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	63	20
Percent satisfied with learning environment	100.0%	92.1%	90.0%
Percent satisfied with social and physical environment	96.0%	87.1%	80.0%
Percent satisfied with school-home relations	95.8%	98.4%	84.2%

*Only students at the highest elementary school grade level at this school and their parents were included.